

HOLY TRINITY C.E. PRIMARY SCHOOL.

POLICY FOR RACE EQUALITY

INTRODUCTION

This document is a statement of the aim and principles of racial equality at Holy Trinity C.E. Primary School. It has been produced to meet the requirements of the Race Relations Act. Following the statutory code of practice in effect from May 2002, distinct sections have been added to delineate the duties of the school to promote race equality.

It was developed through a process of consultation with staff and governors.

CONTEXT

The majority of children who attend Holy Trinity C.E. Primary School are white.

AIM

We aim to make the whole of the children's school experience equip them to develop positive attitudes towards a pluralistic society.

VALUES.

We strive to be an inclusive school and value the diverse backgrounds of our staff, governors and children.

EQUAL OPPORTUNITIES STATEMENTS OF PRINCIPLES.

- Discrimination on the basis of creed, colour, culture, origin, gender and ability is unacceptable in our school.
- Every person in school will contribute towards a happy and caring environment by showing respect for and appreciation of each other, as individuals.

- An objective for our school is to educate, develop and prepare our children, whatever their creed, gender, culture, colour, origin or ability, for life.
- We promote the principles of fairness and justice for all through the education that we provide in the school.
- We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

RACE EQUALITY STATEMENT OF PRINCIPLE.

- We are committed to combating racial discrimination and racial harassment by challenging stereotyping and prejudice whenever it occurs.
- As our school is not ethnically very diverse, we are conscious of the need to put effort into the celebration of cultural diversity of our community and show respect for all minority groups.
- We endeavour to make the school a welcoming place for all ethnic and national groups represented in the community including gypsy travellers, asylum seekers and refugees.
- We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to succeed.

ANTI-RACISM ACTION PLAN.

It is the right of all pupils to receive the best education that the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racial harassment, which includes racist name calling, racist caricature based on prejudice, the stirring of racial hatred and the drawing or writing of racist materials.

Children are encouraged to be aware of what racism means through the Citizenship programme and are encouraged to report incidents where there is the suspicion of racist materials.

Should a racist incident occur, we will act immediately to prevent any repetition of the incident as follows:

- The head or deputy head will deal with the matter.
- If the incident happens at lunchtime the children involved will be kept apart from each other, the allegation logged and a report made. Immediately by the senior lunchtime supervisor to the H.T or D.H for full investigation.
- The incident will be reported in the Incident file.
- All persons concerned will be interviewed.
- No excuse will be accepted for a racist action whatever the provocation.
- *If a case is found proven against a child, the child will be warned as to future conduct, will be disciplined in an appropriate manner and the incident logged. Parents will be informed by phone.*
- *A second incident will result in the parents of the offending child being informed in writing.*
- *A third incident will result in exclusion, dependent upon the time lag between the first and third incident.*

If an adult behaves in the above manner they will be given a formal warning.

TEACHING AND LEARNING

Racial equality through the explicit and implicit curriculum is promoted by building into all areas of school life the knowledge, skills and attitudes to enable all children to participate fully in the global society. We particularly strive to develop the self-esteem of all children to enable them to function fully as citizens. We ensure that all children make appropriate progress through regular assessments on a formal and informal basis.

KNOWLEDGE.

- The curriculum will provide children with the opportunity to learn about and understand other people's values and beliefs.
- Children will learn that everyone has physical needs and hopes for friendship, love and happiness.
- Children will be taught that all humanity is interdependent both emotionally and economically.
- Children will learn about changes in society and how they impact on their lives.
- Children will be encouraged to talk about their future and will learn strategies for benefiting from work and educational opportunities.
- Children will be taught physical activities that will encourage co-operation and productive competition.

SKILLS.

We aim that children will:

- Treat one another as equals, while recognising differences.
- Communicate effectively for instance able to express feelings of inequality.
- Be considerate both emotionally and physically of themselves and others
- Recognise and promote appropriate and considerate practices.
- Find out and record information from a variety of sources.
- Make decisions which have taken into account the opinions and needs of others.
- Stand back and consider a situation objectively.

ATTITUDES

- We will encourage our pupils to develop enquiring minds and to seek understanding of other cultures and backgrounds.
- We will give pupils access to experiences of festivals, cultural activities and community events.

- We will support pupils in their understanding and appreciation of other faiths, cultures and beliefs.
- We will ensure that staff; pupils, governors and parents understand and respect the philosophy of our behaviour policy.
- We will work as a team to ensure that all members of the community are valued and appreciated.

WORKING WITH PARENTS.

Holy Trinity C.E. Primary School works closely with all parents. If the school feels that the learning or welfare of a pupil would benefit from specialist support involving the family, other agencies will be invited to contribute their expertise.

METHODS OF PROMOTING RACE EQUALITY.

The curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So for example the history curriculum gives due emphasis to the work that children do on Ancient Egyptians. In R.E the children study the importance of Diwali to Hindus.

The citizenship programme will contain strong elements that promote respect for all individuals.

The admissions policy- the school follows its own Admission policy, which does not permit gender, race, colour or disability to be used as a criteria for admission. Race equality is promoted through the ethnic monitoring information gained from the admissions form.

Registration - children's names should be accurately recorded and correctly pronounced. Children should be encouraged to accept and respect names from other cultures.

Classroom material - teachers will pay due regard to the sensitivities of all members of the class and will not provide material that is racist or sexist in

nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

A wide variety of multi cultural experiences will be provided for the children during their time at the school including visits, visitors to school, performances and establishing links to other schools.

In A.O.C.W, stories and poems are used from a variety of cultures and faiths and use real life situations (e.g. newspaper articles) to challenge racism.

ACTION PLAN.

We will assess the impact of school policies and practices on race equality by using an auditing tool such as found in the CRE's 'Learning For All'. Whilst looking at school self- evaluation we will continue to question our practice and its effectiveness. We will also continue to monitor the progress and attainment of children by racial group and ensure that targets are set where there are disparities. Racial equality issues and targets will be included through prompts when strategic plans, such as the SDP are formulated.

We recognise that race equality and equal opportunities were not highlighted in the SIP. Our main points of action to implement this policy will ensure that:

- We will have a Race Equality policy in place during 2006-2007 and raise awareness of it through staff meetings and governors meetings.
- The teacher responsible for the citizenship programme will look at ways in which Race Equality can fit into this and the PSHE work of the school.
- The H.T will include information about the progress of the race equality policy in the report to governors during the summer term (commencing 2006). This will include information about any racist incidents and any related discipline matters.
- The governors will continue to monitor the schools results using data analysis booklet with a special focus on the performance of ethnic groups.
- The school will organise major multicultural event for children each year..

THIS POLICY WAS FORMULATED IN March 2006 by staff.

THIS POLICY WAS REVIEWED BY the Governors in

IT WAS APPROVED BY the Governing Body in

THIS POLICY WILL BE REVIEWED ANNUALLY.

ANNEX A

- Admissions
- Attendance, behaviour, discipline and exclusions
- Membership of the Governing Body.

ANNEX B

Roles and Responsibilities.

- The Governing Body
- The Headteacher
- Class teachers
- Member of staff with specific responsibility
- Visitors and Contractors.

ANNEX C

- Monitoring and Review.

ANNEX A

ADMISSIONS

No child is refused admission to Holy Trinity C.E. Primary School on the grounds of race. Our admission criteria can be found in our school brochure.

ATTENDANCE, BEHAVIOUR, DISCIPLINE AND EXCLUSIONS.

Policy documents on the above state clearly that each case is regarded on its merit. We aim to ensure that each child is treated equally, without consideration of race.

MEMBERSHIP OF THE GOVERNING BODY.

We welcome members of the community to our Governing Body regardless of race. We feel that our Governing Body should be diverse to recognise the community.

ANNEX B

THE ROLE OF THE GOVERNING BODY - RACE EQUALITY.

The Governing Body has set its commitment to promoting race equality and equal opportunities in this policy statement and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality. They have agreed to:

- Use the advice in the CRE's guidance 'Learning for All' as a basis for future development planning.
- Ensure that the school has a written policy and action plan on race equality.
- Ensure that the school continues to assess the impact of its policy on ethnic minority policies, staff, and parents with an emphasis on the attainment of ethnic minority pupils.
- Seeks to ensure that no one is discriminated against on the grounds of race when applying for posts at our school.
- Will receive an annual report on the number of racist incidents from autumn 2005.

THE ROLE OF GOVERNORS- EQUAL OPPORTUNITIES.

The governing body seeks to:

- Ensure that all people are regarded equally when applying for jobs at the school.
- Ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. If a child's religion affects the school uniform, then the school will deal with the each case sensitively and with respect for the child's cultural traditions.

THE ROLE OF THE HEADTEACHER.

It is the Headteacher's role to:

- Implement the school's equal opportunities, race equality and anti-racist policies and she/he is supported by the governing body in doing so.
- Ensure that all staff are aware of the school policy on equal opportunities and race equality and those teachers apply these.
- Ensure that all appointment panels give due regard to these policies so that no one is discriminated against when it comes to employment or training opportunities.
- Promotes the principle of race equality and equal opportunity when developing the curriculum and promotes respect for other people in all aspects of school life. For example in the AOCW where respect for other people is a regular theme and in displays shown around the school.
- Treats all incidents of unfair treatment and any racist incidents with due seriousness.

THE ROLE OF THE CLASS TEACHER.

- The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. To promote race equality, teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
- When designing schemes of work we use this policy to guide us both in our choice of topics and in how to approach sensitive issues.
- All out teachers challenge any incidents of prejudice or racism. Teachers support the work of LSA's and encourage them to intervene in a positive way against occurrence of discrimination.

- As our school is not ethnically very diverse, teachers put effort into the celebration of cultural diversity of our community, planning multicultural activities at various points during the year.

ROLE OF PERSON WITH SPECIFIC RESPONSIBILITY FOR RACE EQUALITY.

This person will co-ordinate racial equality and equal opportunity work and deal with reported incidents of racism, racial harassment and inequality

VISITORS AND CONTRACTORS.

They will be made aware of and comply with the race equality and equal opportunity policy at Holy Trinity C.E. Primary School.

ANNEX C

MONITORING AND REVIEW.

It is the responsibility of the Governing Body to monitor the effectiveness of this Race Equality and Equal Opportunities policy. The governing body does this by:

- Monitoring the progress of pupils of ethnic minority groups and comparing it to progress made by other pupils in the school.
- Monitoring the staff appointment process, so that no -one applying for a post at the school is discriminated against.
- Requiring the Headteacher to report to the governors on an annual basis on the effectiveness of this policy.
- Taking into serious consideration any complaints regarding race equality, equal opportunity issues from parents, staff or pupils.
- Monitoring the school behaviour and exclusion policies so that those pupils from minority groups are not treated unfairly.

Apart from the general monitoring of relationships within the school and the setting of good examples from all children and adults there will be two objectives recording systems in place to ensure that gender, ethnicity or ability does not impair the emotional development or academic achievement of children.

These are:

- The annual publication of the school's data analysis booklet. This booklet will have specific reference to academic performance in terms of gender, ethnicity and ability grouping.
- The monitoring of children's behaviour through the school's Incident Book.